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AUTHOR Karadima, Oscar
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ABSTRACT

The importance of developing a university level program on administration in higher education in Latin America is discussed. The objective of such a program would provide training to faculty and higher level education and administrative staff in matters related to administration. The program would offer the necessary guidelines in dealing with personnel problems and institutional needs, and could also lead to a graduate degree. The creation of such a program is proposed as part of the academic activities of any university in Latin America. Program objectives include: to create a unified body to offer technical assistance to national institutions of higher education at all levels; examine the material relative to institutional administration; and establish contact with other higher education institutions. Suggested program activities include: staff training and development programs; research and studies on current administration, planning, and organizing processes; and technical assistance in the administration and management of institutions of higher education to colleges, universities, and other professional and technical institutes. A summary of some of the courses outlined for the program is provided. Financial resources and support ideas are presented. Contains 14 references. (SM)

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UNIVERSIDAD DE SANTIAGO DE CHILE

PROGRAM ON ADMINISTRATION IN HIGHER EDUCATION(*)

Oscar Karadima(**)

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(**) Chilean, Sociologist and Doctor of Education. Present possition is Professor at the Universidad de Santiago de Chile.

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PROGRAM ON ADMINISTRATION IN HIGHER EDUCATION

Oscar Karadima

INTRODUCTION

University authorities, faculty personnel, administrators, staff managers and students assume that in institutions of higher education there exist an administrative system that adequately fulfill their roles and achieve the university's goals and objectives. However, changes in social, political, economic, scientific and technological develpoments demand a more efficient administration in the institutions of higher education.

Most authors of higher education studies agree that colleges and universities have responsibilities and activities distinct from those of other institutions and that they require a unique administrative system. This suggests that the administration of institutions of higher education is different from that of the bussines world and other non-educational institutions. Therefore, institutions of higher education should develop systems of administration, planning, and organization specially tailored to their own needs.

It is increasingly apparent that one of the characteristics of the Latin American universities is the lack of an academic and systematic emphasis on the study of their own administrative system. Similarly, they have tended to fail to give sufficient attention to the decision making process. Some administrators, planners and management

staff are unaware of the difference between a profit making institution and an educational institution, and they have not adequatelly confronted the problems that interfere with the attainment of higher education objectives.

It has come to our attention that there is a need and interst in developing a university level Program on Administration in Higher Education. The objective of this program would be to provide training to faculty and the higher level education and administrative staff in matters related to the administration of institutions of higher education. The training would provide the necessary guidelines in dealing with personnel problems and institutional needs. The program, that should be fully academic, could also lead to a graduate degree. Thus, the present paper proposes the creation of such a program as part of the academic activities of any important university in Latin America.

This document refers, primarily, to a theoretical frame of reference. Secondly, program objectives and basic activities are addressed, as well as areas and courses that could be offered. Thirdly, some financial and resource support ideas are presented. Finally, a bibliography is provided as an academic support to this project.

FRAME OF REFERENCE

Administration, as a science, is used in all types of institutions, profit making as well as social and educational. Higher education institutions have the same basic needs. As it is well known, all social systems require leadership and administration. Often, however, the concepts of leadership and administration are mistaken and identified as one and the same. Leaderships presents the goals; administration takes you there. Leadership identifies specific objectives; administration finds the means to attain them. Leadership is carismatic, qualitative, and idealistic; administration is analytical, quantitative and programmatic.

Some researchers have concluded that it is erroneously believed that colleges and universities can be self directed, administered and organized through traditional means, personal instinct or mutual consent. The suggestion compels itself that a scientific method, one which uses systematic and objective techniques based on theoretical concepts and empirical findings, could also be used in the administration of institutions of higher education. The high level administrators and management staff of higher education would then be better equipped for their administrative duties and responsibilities. The university should also study its own system of administration, planning and organization on a continuous basis.

Some authors characterize the institutions of higher education as "organized anarchies" with few clear goals, ambiguous and intangible objectives, internal and external limitations, vulnerable to the demands of diversified groups and constituencies (e.i. board of trustees, faculty, administrators, students, alumni and the general public). Since the demands and objetives of the institutions of higher education (public and private) differ so much from those of profit making institutions, it is not feasible to follow the same administrative structure and governing style. The institutions of higher education must develop their own governing and planning systems as well as administrative guidelines.

Good management comes from modern systems of administration, planning and organization. Academic success depends not only on the activities performed by professors and researchers, but also on the efficiency of the administrative system. Implementation of a rational system of administration is a great challange for the institutions of higher education in the present changing world.

It is of utmost importance that the authorities, faculty, administrators, planners and management staff should become aware that due to modern technology a transition must be made from an operative and contingent mode to that of an ample and integral strategy based on

empirical data and institutional analysis. The latter strategy has been used increasingly during the last three decades by the institutions of higher education in the more highly developed countries. In terms of methodology six major issues should be taken into account to identify institutional strengths: (1) essential functions of an academic unit; (2) academic demands; (3) academic resources available; (4) physical support; (5) financial resources; and (6) evaluation of academic productivy and results.

Continuous analysis and evaluation of institutions of higher education is important because it allows for comparison and integration of data, it stimulates an interchange of academic and administrative ideas, it aids in planning the budget, and it integrates the facts into a more general information system for higher education.

Therefore, it is essential that some considerations at the university level be given to a study program on the administration and management process of higher education institutions. Such a study would make use of the resources available to the institutions and would facilitate the attainment of program objectives and goals. An all encompassing understanding of the higher education system would result in a more efficient, rational, and productive administration.

The United States, Canada, and Europe have made great strides in gathering and contributing empirical research and establishing administrative systems that suit their universities and colleges, and in aiding them to identify needs, formulate institutional proposals, and identify significant variables within the institutions. Modern administrative systems for higher education have been developed, for example, at the Teachers College, Columbia University; the National Center for Higher Education Management Systems (NCHEMS) at the University of Colorado; and the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. These programs entail analysis of administration in the institutions of higher education, as well as the

organization of information about programs and activities which will lead to the attainment of institutional goals.

Despite these efforts, some studies indicate that a competent administration is not always attained, not only in less developed countries, but also in some of the more developed ones. Often, college and university administrators are not sufficiently trained to handle their responsibilities and functions efficiently. Mistakenly, it is assummed that if a person is a good professor or researcher he is qualified to be an efficient academic administrator. Also, there seems to be little interest in creating an ongoing internal evaluation and review which would closely examine the administration process of the institutions of higher education.

Latin American countries have, moreover, very little information on this subject. It lacks sufficient data to compare and analize in depth academic productivity in higher education institutions. Paradoxically, in recent decades, universities have trained well-qualified professionals in the study of administration related to the social and business sectors, but have failed to promote and generate a study of their own type of administration and how to improve it. As a consequence, they have failed to prepare qualified personnel for administrative and planning duties. Universities have emphasized the importance of systematic studies of the uses of technological and scientific advances in the study and improvement of administration. These studies have focused on industry, service oriented businesses, public administration, international trade, medicine, public relations, and tourism. Unfortunately, the institutions of higher education have overlooked a study of their own systems of administration. A good number of people are asked to meet the demands of administering in academic settings without being fully prepared for it. The result is a severe degree of dissatisfaction with their performance.

PROGRAM OBJECTIVES

1.- To offer training and development courses which would prepare the personnel of institutions of higher education who have leadership, academic/administrative responsibilities or management duties, and to help them do their very best.

2.- To focus on the needs, demands, assessment, and development processes of the personnel of higher education and to improve the systems of administration, planning and information of these institutions.

3.- To create a unified body which would offer technical assistance to the national institutions of higher education at all levels.

4.- To carefully examine the material relative to the administration of the institutions of higher education, identifying their strengths and weaknesses, and using the results of these findings to better develop and improve them, and allow them to attain their objectives in an efficient and effective way.

5.- To gather, compile, and publish the results of such findings and prepare a useful bibliography of all the national and international materials available.

6.- To establish contact with other higher education institutions in order to excel in our academic pursuits, within and outside the country. This would promote an interchange of ideas and findings that would enhance the quality of our administration.

7.- To organize academic programs of study and organizational development which would enhance the quality of administration and degree of organization within the institutions of higher education.

PROGRAM ACTIVITIES AND AREAS

One of the objectives of a Program on Administration in Higher Education should be to train and prepare academic and administrative personnel for positions that deal with the administration, management, and organizational responsibilities encountered at the universities, colleges, technical and professional institutes, research/cultural centers, etc. The program should also include specialized training for faculty personnel who would be gathering research on the administration of higher education. Such a program would initiate and develop the following activities.

1.- Organization of training and development programs for current and the newly staff, who are involved in leading, management and operational activities in institutions of higher education in order to develop and enhance their administrative techniques.

2.- Provision of technical training in matters related to the administration and planning techniques used at colleges and universties. The teaching program would consist of general course requirements as teaching, ad-hoc courses and seminars.

a. Full time teaching in which the duration of the study program would be of two semesters. Completion of the requirements could lead to a graduate degree in the administration of higher education institutions.

b. Brief and selective ad-hoc courses would be created to meet the needs of all the professional and staff personnel who work in institutions of higher education. The duration of these courses would be tailored to the needs and demands of the particular clientele and participants. The purpose of this program is to provide the trainee with a general overview of the issues confronted in administration and management (and finding ways of dealing with the problems) of the institutions of

higher education. This program is not an in depth academic study which would award its participants with a graduate degree on the administration of higher education, but it could provide them with a cetificate for their active participation in the course of study.

c. The seminars would focus on specific topics related to the administration of the institutions of higher education. A grade will not be awarded to its participants. However, they would receive a certificate of completion for having attended the seminar.

3.- Conduct of research and studies on current administration, planning and organizing processes at institutions of higher education. These research programs would expand and deepen the awareness of higher education not only inside the institution itself, but also throughout the educational communities in Latin American countries. Furthemore, they would provide a theoretical framework and empirical information to support the training methods and techniques which would be used in the full time teaching programs and future technical assistance projects. For example, some of the topics that could be studied are the teaching-learning process in higher education, productivity in teaching, research and community services, academic workloads, institutional image, faculty promotion and evaluation systems, finance and accounting systems in higher education, career budgeting, institutional diagnosis methods, strategic planning systems, etc.

4.- Provision of technical assistance in the administration and management of institutions of higher education to colleges and universities, professional and technical institutes, cultural centers, etc. There is reason to believe that there is enough academic knowledge and research findings clearly available for compilation on the administration and management of higher education which could be very helpful in offering technical assistance to these types of institutions. For example, the Program on Administration in Higher Education could offer

technical assistance in strategic planning systems, in developing operational budgeting and accounting programs, in studying methods of faculty and staff allocation to academic and administrative units, in designing faculty evaluation and promotion systems, and in developing methodologies for institutional research and study, as well as analysis and evaluation of the resources and constraints (economic, scientific, and technological) encountered in the national and international communities. Much of the research and diagnostic studies which the university would need for developing its own academic/administrative and operational programs could well be undertaken by the professors of the program itself. Eventually the university could charge a fee for the technical services rendered. In turn it could use the money to hire research analysts and student aides to do the research.

5.- Contribution of upper division students who select topics relative to the analysis of the administration of institutions of higher education for their thesis or dissertation. Such inputs could prove to provide significant contributions to the program. It is therefore important to guide and stimulate the interest of the students to an area of study which focuses on the administration of higher education so that their theses or research papers could be used as part of the program. The findings could play a significant role in the program while improving the training techniques and preparing the way for future technical assistance.

In order to better prepare the participants for administrative duties or institutional research for planning and development, the program would expose them to a multidimensional plan of study. The training should be based on theoretical, practical and professional experience as well as seminars and field studies at institutions of higher education. Various courses, seminars, conferences or workshops should be included as part of the program. The participants would visit academic departments and administrative offices of some institutions of higher education to get in-depth knowledge of how they

function. The ultimate goal is for the participants to develop capabilities, technical perspectives and methodologies which could be relevant to his personal and professional administrative needs that would be applicable for the administration and management of institutions of higher education.

An undergraduate degree from any of the university disciplines (within or outside the country) would be accepted as a prerequisite into the program. Professors, researchers, academic and student counselors, administrative consultants or staff who have an interest in, or are involved with, administrative matters of the institutions of higher education would be welcomed into the program if they wish more efficient accomplishment of their responsibilities. Also, college and university presidents, rectors or principals, deans, chief executive officers, departmental chairmen or professors who are already involved in the administration of the institutions of higher education as well as their mid-management personnel would be encouraged to participate in this program. Job experience (academic or professional) should also be taken into consideration with regard to the program design and the thesis topic. The university should be able to fund the publication of outstanding research studies which make a significant contribution to the study of administration and management of the institutions of higher education.

The Program on Administration in Higher Education would cover the following areas of study that should be tailored to the needs of the trainees. Through these areas of study, the program would develop its teaching, research and community services activities.

1.- Academic Administration and Organization, designed for those who are in or aspire to become part of the administration at universities, colleges, technical or professional institutes, or non-educational agencies that are interested in the training and development of their personnel.

2.- Budget Administration and Accounting, geared for employees who work with or aspire to become involved with the financial and budget matters of the institutions of higher education.

3.- Administration of Student Affairs, designed for those who are in or aspire to work on such matters as the welfare of the students, student relations, student counceling, etc., at the institutions of higher education.

4.- Adult Education and Training, geared to prepare those who are in or aspire to hold administrative and/or academic responsibilities related to staff development and training at educational or non-educational institutions (e.g. business enterprises, banks, private industry or government agencies).

There are many institutions of higher education (private and public) throughout the Latin American countries that could benefit from a Program on Administration in Higher Education, since there are very few universities that offer a program of this kind. Such institutions seek well qualified persons in the field of administration and management and would therefore be interested in the training methods and technologies, research and technical assistance available. Generally speaking, the study of the administration of institutions of higher education is a new concept with great potential. The program could become not only a very important academic offering, but also a significant financial venture for the university. It could fund numerous scholastic and administrative projects and perhaps even the program itself. Once implemented, the program would be accesible to Latin American academics who are otherwise inclined to go to the United States or Europe for graduate studies on the administration of higher education, precisely because this type of program does not exist in their own countries. As the program becomes well known, it may attract students from other more developed countries who may be interested in doing a comparative study on the administration of higher education institutions between Latin American countries and their own.

The increasing number of higher education institutions and the complexity of the services rendered should be sufficient reason to conduct studies on the administration and management techniques of institutions of higher education. In order for these institutions to modernize themselves and to survive in the world of modern technology, they will have to adopt and adapt themselves to a more enterprising philosophy which would ultimately provide a more efficient and effective way of dealing with modern changes and progress. At the same time, well qualified and trained personnel would be needed to carry on with the new organizational and administrative responsibilities. It would be to the university's advantage if it would take the lead by initiating a program which would offer special training and technical assistance (and eventually a graduate degree or certificate of specialization) in the administration of higher education institutions. The program itself would produce its own instructors, researchers and technical advisors.

COURSE OUTLINE

A brief summary of some of the courses outlined for the program follows. Completion of these courses could lead to a staff development and training program, a graduate degree or a certificate of specialization. These courses could also orient applied research programs which, at the same time, could serve to generate technical assistance to other institutions of higher education. Each of the courses should offer a theoretical and empirical overview regarding macro and micro organizational perspectives of the institutions. As stated before, the methodology of the program should consist of classes, seminars, case studies, independent research and the final thesis.

1.- Administration and Organization of Institutions of Higher Education. This course deals with the basic elements of administration, planning and management of colleges, universities, technical and professional institutes and cultural centers. Some of the topics

discussed in conjunction with the study of the administration of higher education are leadership, the decision making processes, the communication systems, national and legal problems, as well as solutions of the conflicts within the institution. The internal and external aspects of institutional administration should also be studied from a theoretical and practical perspective. Special emphasis should be placed on the analysis and understanding of theoretical aspects of the administration, as a science, focused on the actual administration of institutions of higher education, and the arrangement of internal strengths and weakness to external opportunities and constraints.

2.- Practices and Policies of Academic and Administrative Personnel. This course focuses on the practices and policies implemented, and more generally used, in institutions of higher education throughout Latin America, the United States, Canada and Europe regarding the academic and administrative personnel. Since these institutions differ from business or socially inclined institutions, their problems (including legal problems) are unique. Therefore special attention should be given to the recruitment and selection process, the rational allocation of human resources to academic and administrative units, and the training, development and promotion systems of academic and administrative personnel at institutions of higher education.

3.- Curriculum and Teaching in Higher Education. This course provides a historical overview of the past, present and future tendencies of higher education at its various levels and fields of education, i.e. general, professional, specialized and technical. Different teaching-learning methods are studied in this course, such as those in which the students are required to take an active participation. External, internal, social, economic, scientific and technological influences that affect the structure and organization of the study programs, as well as the impact that these influences have on the administration and planning of the institutions of higher education are also identified and examined.

4.- Finance and Budget Planning in Institutions of Higher Education. This course analyzes the typical theoretical and practical financial and budget problems of institutions of higher education, both private and public. It takes into consideration government funding, student tuition and fees, fiscal credit, and other means of incoming revenue such as donations, grants, scholarships, fees from applied research and technical assistance, contributions made by the alumni group, etc. The fundamental principals of business administration and the role they play in the decision making process at universities, colleges, and technical institutes are also studied. Some of the topics covered in this course are budgeting, accounting, financial analysis, budget development and the preparation of financial reports, as well as special issues that affect the economy of the institutions of higher education. Also discussed would be the financial and budgeting aspects of the administration, planning and operation of these institutions as well as ways of identifying alternative financial support.

5.- Administration of Student Affairs. This course focuses on the relationship between the professors and the administration, on one hand, and the student body, on the other. The analysis of historical tendencies regarding the participation of the student in the institutional life is of utmost importance in this course, as well as the study of how the institutional image and organizational climate motivate the actual integration of the student into the institutional activities at the academic, social and organizational levels. Other themes discussed would be the training and development of the student, the effect that the institution might have on the student, as well as the preparation for a future career, and assitance in job employment.

6.- Student Assistance. This course will discuss the various forms of assistance available to the student such as scholarships, student employment, clubs, health assistance, recreation, sports, cultural activities and academic counseling. The course will also study the demographic, social, economic and academic background of its

students in order to suggest how to improve the academic, social and economic services that the institution provides to the student body.

7.- Continuing and Adult Education. This course focuses on the theory and practice of continuing education, the training and completion of studies of the graduates from higher education, and the advising in the training and development of personnel at non-educational institutions. Andragogy, a scientific concept in the field of adult education, is emphasized because it focuses on the active participation of the adult student in the teaching-learning process. Adult students, unlike children, want to become actively involved in the whole educational cycle. It is also important in this course to study the staff development and training process as well as courses or services offered at the request of private companies, such as professional consultation and assessment. Other themes related to adult education would be career development, personal and professional maturity, individual creativity and development, cognitive thought and teaching techniques, motivation, attitudes and interests, and self image as a means of attaining personal development and realizing work objectives. Case studies could be analyzed at different institutions such as business, industries, educational or various agencies (e.g. health, social or government). Special emphasis should be given to the role that faculty play in the development and training of personnel at all types of institutions.

8.- Research Methods and Techniques in Higher Education. This course familiarizes the participants with modern methods of research in education, particularly in higher education. It helps the trainee to identify problems and characteristics of higher education and encourages them to use the new techniques and methods of investigation to analyze problems. It is hoped that certain cases will be of such interest to the participants that they will inspire a concern for the analysis of topics related to the systems of administration, planning and organization of their own institutions. This is a basic course which will aid the participants in the preparation and presentation of

reserach reports which will be used as part of the seminars and the final thesis.

9.- Program Evaluation in Higher Education. This course presents an interdisciplinary analysis and evaluation of teaching, research, technical assistance, and faculty and staff development at institutions of higher education. Also discussed will be theoretical and empirical methods of evaluation, case studies and other program evaluation techniques developed and used in the United States, Canada and Europe, such as PERT; CAMPUS (Comprehensive Analytical Methods for Planning in University System) designed by the University of Toronto; RRPM (Resource Requirements Prediction Model) originated at the National Center for Higher Education Management Systems (NCHEMS) at the University of Colorado; and other methods developed at Teachers College, Columbia University; at the University of Quebec; and various universities throughout Europe, Canada and Australia.

10.- Literature on Higher Education. This course attempts to analyze the literature on higher education and its systems of administration and planning found within and outside the country. It will focus on classic works and selected studies that have had a major impact on the way of thinking on the subject, and the effect it has had in making past and present policies on higher education. Recent findings and developments will also be analyzed. The Program on Administration in Higher Education will try to get well known academics and professionals from within and outside the country who have an extensive experience on the subject to talk, teach and give conferences in their specialization. Also presented will be a comparison and contrast of the past history of higher education within Latin America and other countries of the world.

FINANCIAL RESOURCES AND SUPPORT FOR THE PROGRAM

Given the importance and significance that this program can have in better preparing the personnel who work in institutions of higher education, the financial resources to sponsor such a program should be found. It is strongly believed that the Program on Administration in Higher Education has the potential to fund itself principally by two means. (1) Tuition and fees paid by the trainees themselves, scholarships, or payments made by the institution where the participant works. The institution who sponsors an employee could lower its own taxes, which is an incentive that exists in various countries. (2) Incoming revenue for services rendered (e.g. technical assistance, applied reseach, training and development programs) to other institutions of higher education, as well as to non-educational organizations.

It is believed that the university has the necessary physical facilities and personnel to initiate this program, and that it can assume the financial backing which, as stated previously, seems to be of minimal cost. The personnel and the physical plant can be found within the university itself.

It is also believed that the university can obtain the necessary academic and financial support from other institutions such as the Organización Universitaria Interamericana (OUI) (Interamerican University Organization) of Canada; the National Center for Higher Education Management Systems (NCHEMS) at the University of Colorado; the Higher Education Program at the University of Alabama; the Department of Higher and Adult Education at the Teachers College, Columbia University; and other national and international organizations such as the Organization of American States (OAS); the United Nations Educational, Scientific and Cultural Organization (UNESCO); etc. Outside academic and financial support will depend on the role and responsibilities that the university is willing to accept in relation to the creation of this program.

CONCLUSION

A Program on Administration in Higher Education gives the university the opportunity to grow, expand and have a tremendous influence within the country and in Latin America. If such a program is approved, an academic with the appropriate background and experience should be assigned on a full time basis to iniciate the program in order to have it functioning as soon as possible.

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OSCAR KARADIMA

Chilean sociologist, a graduate from the Universidad Católica de Chile; Master of Arts in Sociology (University of Essex, England), Master of Arts in Higher and Adult Education, and Doctor of Education (Teachers College, Columbia University, USA). He has been an Instructor of Sociology at the Universidad de Chile, Universidad de El Salvador, C.A., and University of Alabama. Currently he is an Instructor of Sociology and of University Administration and Planning at the Universidad de Santiago de Chile. His present possition is Associate Professor at the School of Humanities and also acting as Head of the Institutional Studies Area at the Departamento de Planes y Presupuesto (Planning Office), Universidad de Santiago de Chile. He is conducting research on the administration and planning systems for institutions of higher education.

Address:

Prof. Oscar Karadima
Juan de Dios Vial 959
(Providencia)
Santiago
CHILE

Phone: 232 3263 (Home)
231 9670 (Family)

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